



Manorfield Road,
Driffield,
East Yorkshire
YO25 5HR

June 2023

Dear Student,

RE: Sixth Form Tutor Opportunities (£10.60 per hour)

The Covid-19 pandemic had a significant impact on education across the UK. As a result, a number of Key Stage 3 students require additional support with reading and English. This has resulted in an opportunity for Sixth Form students to work as reading and English mentors, during form and lunchtime, with small groups of Year 7 and 8 students. This is a good way to earn extra money as the school's rate is more than double the national minimum wage normally paid by local businesses (£5.28 per hour), as well as being experience useful with future employers or prospective universities and colleges.

I hope you will give consideration to applying for this opportunity and have attached an expression of interest form, together with a job description and person specification. If you are interested, please email a completed expression of interest form to hr@driffieldschool.org.uk or hand it to the school's reception who will pass it to our HR team. The deadline is no later than **9 am on Thursday 22 June**.

If you have any queries regarding this role, please do not hesitate to contact either myself at paul.fortune@driffieldschool.org.uk or the school's HR team at hr@driffieldschool.org.uk.

With best wishes,

A handwritten signature in black ink, appearing to be "P Fortune".

Mr P Fortune
Assistant Principal

Enc: Expression of Interest Form
Job Description
Person Specification

JOB DESCRIPTION: Sixth Form Tutor

Reporting to:

Literacy Teacher

Job Purpose:

To deliver small group tuition and intervention in English and reading with Key Stage 3 students.

Key Responsibilities

General:

- Deliver tuition in reading and English with small groups of Key Stage 3 students, as directed by the school's Literacy Teacher.
- Use and deliver pre-planned teaching resources, as directed by the school's Literacy Teacher.
- Liaise with the school's Literacy Teacher on the areas of the curriculum individual students require specific support with.
- Liaise with school's Literacy Teacher on the progress made by students.
- Undertake online training, in line with the requirements of the School Led Tutoring programme.
- Work within the schools' policies and procedures.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- The job description is not intended to be a complete list of duties and responsibilities, but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties appropriate to the remit.
- The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.
- The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.
- The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR.
- Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).



Ethical Leadership Qualities Competencies and Behaviours



Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.

PERSON SPECIFICATION: Sixth Form Tutor

	JOB REQUIREMENTS	Essential	Desirable	Assessment
Knowledge, Experience and Skills	GCSE in English at a grade 6 or above or equivalent	✓		A
	A willingness to undertake online training, as required by the School Led Tutoring programme	✓		A, I
	Experience of working with children and/or young people		✓	A, I
	Knowledge of the school's approach to behaviour management and the associated policies/procedures		✓	A, I
	Experience of working collaboratively within a team with minimal supervision		✓	A, I
	JOB COMPETENCIES			
Personal and interpersonal	Working with People: Demonstrates an interest in and understanding of others; adapts to the team and builds team spirit; recognises and rewards the contribution of others; listens, consults others and communicates proactively; supports and cares for others, showing empathy and respect; develops and openly communicates self-insight.	✓		I
	Persuading and Influencing: Gains clear agreement and commitment from others by persuading, convincing and negotiating.	✓		I
	Following Instructions and Procedures: Appropriately follows instructions from others without unnecessarily challenging authority; follows procedures and policies; keeps to schedules; arrives punctually for work; demonstrates commitment to the organisation; complies with school policies, procedures and safety requirements.	✓		I
	Coping with Pressures and Setbacks: Maintains a positive outlook at work; keeps emotions under control during difficult situations.	✓		I
Child Protection	A commitment to the responsibility of safeguarding and promoting the welfare of young people	✓		I
	Enhanced DBS disclosure (<i>to be completed by preferred candidate following interview</i>)	✓		
	Willingness to undertake Child Protection training when required	✓		I

* A = by application, I = assessed by Interview